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ABSTRACT

The Barclay Classroom Climate Inventory (BCCI) was used in the Athens Teacher Corps Project to appraise individual differences among students in grades 3-5, to guide in selecting alternative curriculum strategies for children with identified skill deficits, and to evaluate the effectiveness of those selected strategies. Intervention strategies suggested by the model are described. Further use of the BCCI is planned to evaluate these alternative approaches. A case study illustrating the use of the BCCI is appended. (SBT)

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The Use of the Barclay Classroom Climate Inventory in Curriculum Planning and Intervention

1973

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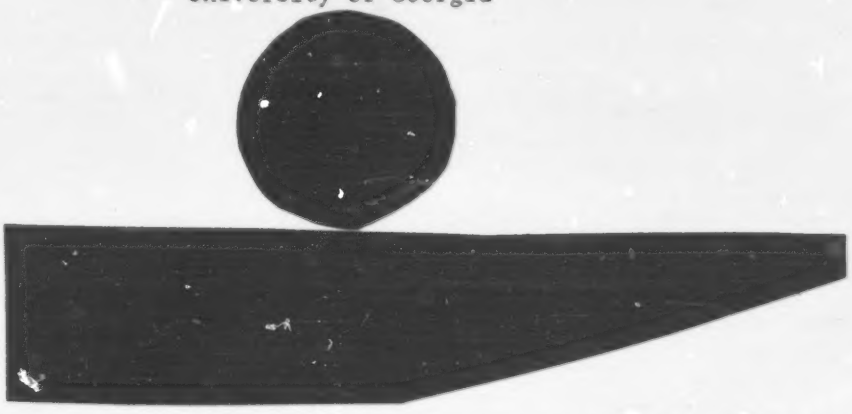

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The Use of the Barclay Classroom Climate Inventory in Curriculum Planning and Interventions

> There is lamentably little recognition of the crisis in education. There is smugness where there should be concern; complaining "jams" the few voices urging true innovation and change. The moderate and the mild control the destiny of education. They desire change, but the change is only modest tinkering. They wish to repair the system by replacing wornout parts. All too often the instructional program reinforces the notion of cultural deprivation and as such may be a negative rather than a positive influence on the teacher. Education is beyond repair. What is needed is radical reform.[1]

The United States Office of Education realized this need and has funded several programs to bring about radical reform in education. Among these programs is National Teacher Corps which Sidney P. Marland referred to as the "most powerful instrument of all government programs in bringing educational reform".[2] From its original congressional mandate, Teacher Corps has been committed to improving both teacher education and the education public school children receive in local school districts. Its purposes include:

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[1] B. Othanel Smith, in collaboration with Saul B. Cohen and Arthur Pearl, Teachers for the Real World, (Washington: American Association of Colleges for Teacher Education), 1969, pp. 8-9.

[2] Address to Deans of Colleges of Education and Directors of Teacher Corps Projects, Washington, D. C., October 10, 1972.

1. strengthening the educational opportunities available to children in areas having concentrations of low-income families; and
2. encouraging colleges and universities to broaden their programs of teacher preparation.

The Barclay Classroom Climate Inventory (BCCI) is being used in the Teacher Corps Project at Athens, Georgia. Among the objectives set forth in the Athens Teacher Corps Project there were several for which the BCCI was intended to provide necessary data:

1. to conduct a comprehensive study of learners attending project schools;
2. to diagnose educational problems peculiar to learners attending project schools;
3. to establish a bench mark regarding self concept of learners in project schools;
4. to develop an instructional sub-system which emphasizes activities which will enhance the personal qualities of the individual learner, will provide him with opportunities to establish his self-identity, and will help him pursue his personal objectives; and
5. to describe academic and attitudinal growth that has occurred but which has not been adequately measured by the standardized achievement test program.

Specifically, the BCCI was used in three ways:

1. to appraise individual differences among students in grades 3-5 of project schools;

2. to guide in selecting alternative curriculum strategies for identified target areas; and
3. to evaluate the effectiveness of strategies which were operationalized.

Early conferences with the professional staffs of the two project schools and representatives of the communities they served indicated that deviant behavior among students was a major concern. Barclay has said, "Self control deficits have been one of the chief causes of deviant behavior in public education. Children who are impulsive, unable to control their behavior, aggressive and unpredictable often cause many problems for teachers as well as themselves".[3] Self control deficits are among the problems identified by the BCCI.

In May 1972, 19 elementary classrooms in the two project schools and three grade levels were tested on the BCCI. A profile drawn from project data in terms of a norming sample of 4200 elementary children on eight dimensions of deficit problems is shown in Figure 1. Summary data show the proportion of self control problems for males was somewhat above the norming sample at the 63rd percentile. The proportion of self control problems for females was somewhat high at the 82nd percentile.

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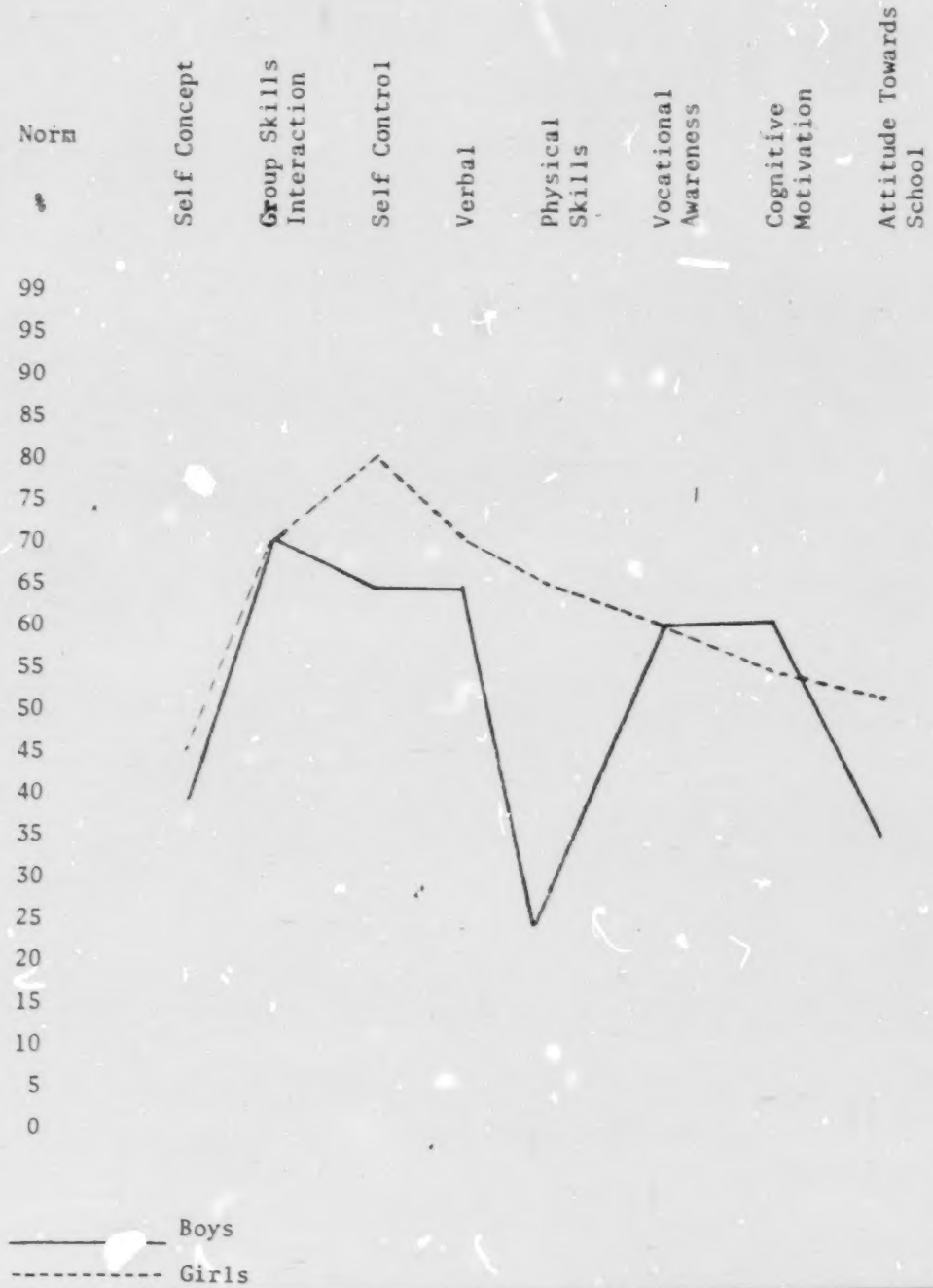
[3]James R. Barclay et al, A User's Manual for the Barclay Classroom Climate Inventory, (Lexington: Educational Skills Development Inc., 1971), p. 117.

Figure 1

Proportions of Problems in Eight Categories
of Barclay Classroom Climate Inventory
Recorded for Project Schools
in Terms of Established Norms



Barclay has conceptualized a model which demonstrates graphically how identified skill deficits can be related to alternative learning procedures and different curricular strategies to develop a program of preventive interventions in the elementary school. The three dimensions on the model represent: deficit problems, learning approaches, and intervention strategies. (Figure 2)

There are six deficit problems on the first dimension of the model: self concept, group interactions, verbal skill, behavioral management, cognitive skill, and vocational-physical. Self concept deficits refer to a lowered self-esteem and self-evaluation, lack of personal competency in skill areas, internalized poor attitude, and projection of this poor attitude on others. Group interaction deficits are shown in an inability to communicate or interact meaningfully, coercive behavior toward others, unpredictable social behavior, poor expectations from the peer group, a lack of recognition of the needs of others, and an inability to compete. Verbal skill deficits are indicated by an inability to communicate verbally, speech problems, reticence, shyness, overly controlled attitude, inhibition, and a fear of judgments by others. Behavioral management deficits include inpulsivity, uncontrolled behavior, hostility, unpredictable behavior, disruptiveness, and a lack of mediation of thought in behavior. Cognitive skill deficits refer to an inability to study, attend, respond, organize, and deal with cognitive task-orientation procedures. They also include deficits in basic study skills, personal organization, motivation, and attitude. Vocational-physical deficits show a lack of a futuristic outlook, a lack of awareness of environmental opportunities, an inability to perform basic physical skills or competitive sports, and a lack of motor coordination.

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INTERACTIVE MODEL OF DEFICITS, LEARNING METHODS AND STRATEGIES

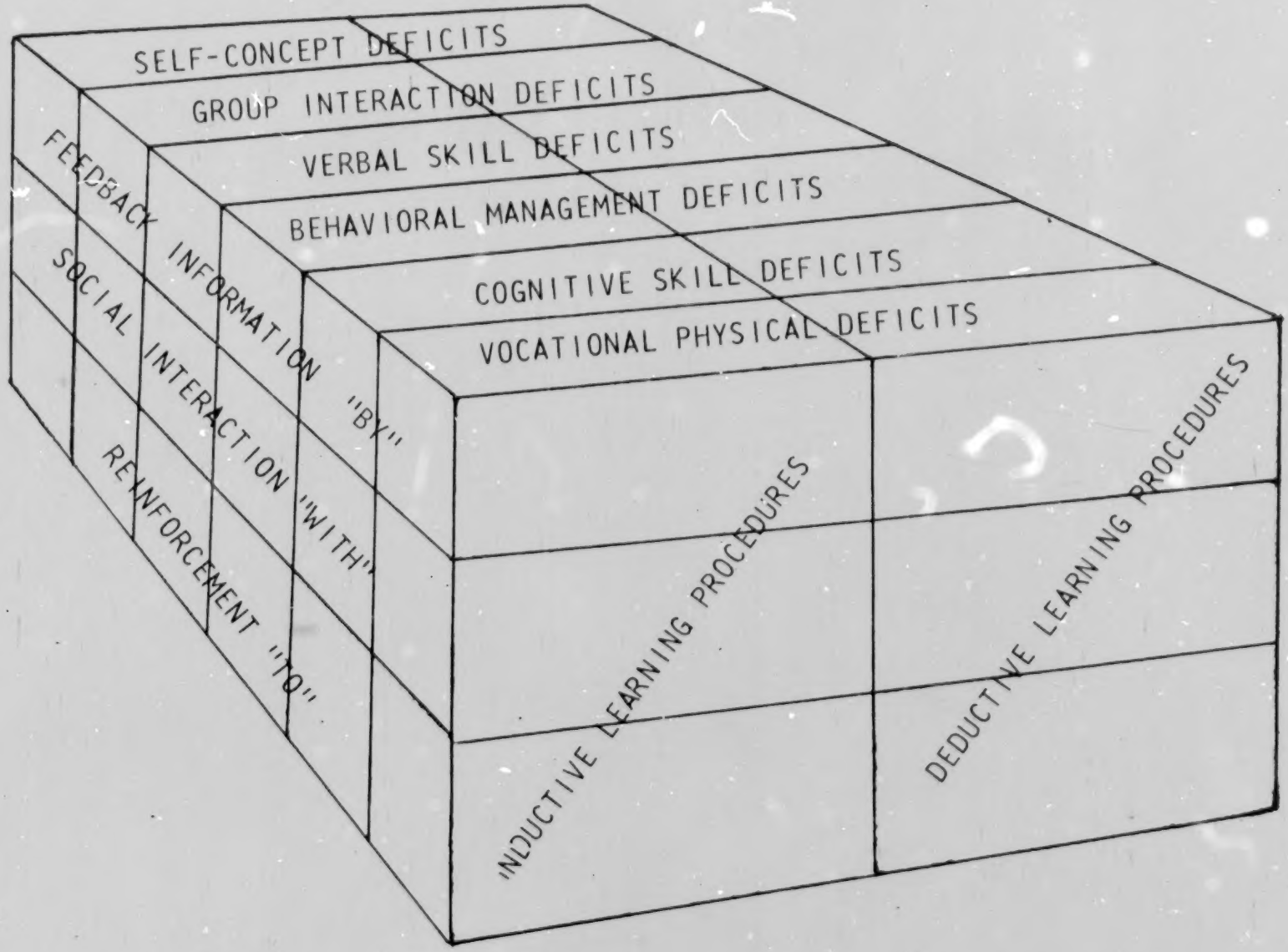

Figure 2

The second dimension contains two learning approaches, inductive and deductive. Inductive procedures refer to problem solving, step by step inductive reasoning, and learning from cases to generalize. Deductive procedures include organized presentation, lectures, contracting with individuals or groups, and learning from large principles down to specifics.

The third dimension of the model is composed of three types of strategies: feedback mechanisms; social interaction; and reinforcement. Feedback mechanisms include information, test review, video and audio tapes, reading assignments, presentations, movies, and slides with individual counseling. Social interaction is experienced in group discussions, group problem solving, modeling, psychodrama, social skill groups, and tutor roles. Reinforcement strategies refer to the selective use of attention, praise, behavior management, detention, parental groups, operant conditioning, special assignment, and special groups.

An analysis of the summary data for the Athens Teacher Corps Project and the use of the conceptual model led to planning four intervention strategies to address the self control deficits which were indicated. These strategies were implemented during the 1972-73 school year and are described in the remainder of this paper.

Because the Athens Teacher Corps Project provided for a preservice program during the summer of 1972 it was decided to organize the total staffs of both project schools into teams of teachers as a first strategy. A training program was implemented to facilitate this organizational adjustment.

Considerable research evidence suggested that all interpersonal relationships have the potential for helping or harming the persons involved. Teachers set the emotional climate of the classroom more than any other person and this climate is a critical component of effective classroom management. Of course, all classroom management problems cannot be solved by teachers being warm, respectful, and understanding. Effective teachers not only behave positively and acceptingly toward their students, but also recognize situations where it is appropriate for them to behave conditionally. The important thing is that such conditional behaviors are more effective when they are carried out in a respectful manner that acknowledges the worth and dignity of each individual student.

The training program was designed to help teachers and interns develop essential communication skills and included two components:

1. activities using the Systematic Human Relations Model developed by Carkhuff;[4]
2. organization development skill training which is "an educational process by which human resources are continuously identified, allocated, and expanded in ways that make these resources more available to the organization, and therefore, improve the organizations' problem-solving capabilities."[5]

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[4]R. R. Carkhuff, Helping and Human Relations: A Primer for Lay and Professional Helpers, Vols. 1 and 2, (New York: Holt, Rinehart, and Winston, Inc., 1969).

[5]John J. Sherwood, "An Introduction to Organization Development, Experimental Publication System, Ms. No. 396-1, 11 (April, 1971), p. 1.

Communication skills proficiency for all participants was recorded. On the Carkhuff 5-point scale an increase from a pre-test score of 1.81 to a post-test score of 2.78 was significant.

Referring to Figure 2 the problem of disruptiveness was subsumed within the deficit problem, Behavioral Management. The procedures used in the teacher training modules relating both to human relations and organizational development were considered inductive. Later, as the teachers and interns applied these skills in the classroom it was again considered an inductive approach to the problem of disruptiveness among the children. The strategies used in the training program were categorized as social interaction. The communication and organization development skills were accomplished by an interactive process of teachers with teachers, teachers with interns, interns with interns, teachers with trainers, and interns with trainers.

The second intervention strategy was introduced to one of the project schools during Fall, 1972, by a professor in counselor education who was invited to set up a program of behavior modification for disruptiveness. The learning procedure was considered deductive in that the teachers contracted with individual students to change their behavior. The strategy was one of reinforcement in the form of tickets which allowed students to join group activities designed to introduce them to a wide variety of career ideas.

The content used to facilitate behavioral management processes was in the area of vocational development. There were two objectives of the program:

1. A graduate class from the university sought to explore ways of learning about and applying vocational theory.

The intent was to work with groups of children and take them through a structured format related to careers. This brought focus on another portion of the Barclay Interactive Model, Vocation-Physical Deficits. During the eight-week program there were three sub-objectives:

(a) to build a base relationship with children and in a general way expose them to vocational alternatives;

(b) to commit the children to learn about three career areas by making notebooks and through visitation by resource people in several different careers; and

(c) to take field trips to career sites as follow-up activities.

2. Graduate students helped teachers and interns organize a behavior modification program to decrease disruptive behaviors in the classroom.

Specific behaviors (e.g. hitting other children) were identified for modification. Teachers observed all children and maintained a chart as part of a systematic feedback mechanism for the individual student. The reward for a two day record of not hitting others was a ticket which entitled the student to join the group on planned activities. These activities formed the 3-phase structured format described above in the first objective.

During the eight weeks of this program several disruptive behaviors were erased in the classroom. A major variable to success was the

teacher. University graduate students and the professor directing this program began to develop strategies to shape teachers' behaviors as well as those of the children before the program was completed. Those classrooms in which there was a climate of mutual trust between children and teachers experienced success in modifying a great number of specific disruptive behaviors during this brief period.

The third intervention strategy was included in a college course taught in the Winter, 1973. The course content was elementary curriculum with the specific objective to improve curriculum in project schools. The course contract with regular staff teachers included a 3-phase plan for curriculum improvement: (1) assessment of curricular needs in each project school using all available data including the BCCI; (2) development of several alternative strategies to meet prioritized needs; and (3) selection of one strategy to be implemented and evaluated at the team level. Elements of this third intervention strategy continued throughout the school year and extended into a summer workshop attended by staff teachers of both schools who incorporated tested strategies into a comprehensive curriculum plan for 1973-74. Systematic evaluation of this program is an ongoing process which began at the team level and will continue as an integral part of the curriculum development program. It is well to note that disruptive behavior in the schools did not emerge as the first priority need at this time.

The final intervention strategy was closely coordinated with the eight weeks program of behavior modification described earlier as the second strategy. There were two objectives in this program which related to the BCCI: (1) to assess student behavior as it unfolds in the

natural setting, the classroom; and (2) to improve the rate and kinds of positive reinforcement teachers apply in the classroom to modify student behavior.

Contracts were made with interns to carry out individual programs in the classroom. A series of tasks and integrative exercises were performed to provide an action-oriented arena in which the relative success of the program objectives could be measured. An example of these tasks and exercises may be found in Appendix 1.

A systematic attempt was made to increase the use of positive reinforcers in the classroom. Graduate students in the educational psychology program from the university observed each of these individualized programs and made a criterion referenced evaluation to establish the level of competency for each intern. The evaluation of this strategy showed interns to have improved their observational skills and to have been more open to a variety of reinforcers than a sample of teachers tested in Ohio and Georgia using the same criterion referenced evaluation.

After one year there have been several changes in project schools which have seemed related to the use of the Barclay Classroom Climate Inventory:

(1) a team teaching organizational and philosophical pattern has been set in project schools;

(2) attendance has improved significantly in one project school, reportedly because children find it a better place to be than in previous years.

(3) teachers are making curriculum improvements at the classroom and team level which were formerly made at an administrative level;

(4) disruptive behavior has decreased in both project schools; and

(5) project schools have been cited as exemplars for curriculum change by the school district.

In May, 1973, the elementary classrooms at three grade levels in both project schools were tested on the BCCI. Analysis of these data will be used to evaluate the effectiveness of programs which were operationalized during 1972-73, to help individualize the programs in project schools, and to guide in selecting strategies for target areas identified in this test administration. A third administration of the BCCI is planned in May, 1974, as part of the evaluation of the Athens Teacher Corps Project. It will also be used to make recommendations for curriculum decisions that will be for continued improvement in project schools. A summary of steps to be used for curriculum planning during the second year may be found in Appendix 2.

Appendix 1

© Tillman, Bersoff, Dolly

The Case of Ann:[1] An Integrative Example and Exercise

The following description of an eight year old girl, Ann, is true. It will be used to integrate the major aspects of the techniques we have been describing to this point. As a check on your understanding of the methods we have explained, we will present some data gathered in working with Ann and you will be asked to record the data on the summary sheet and graph paper provided in the text.

Ann was first evaluated when she was in kindergarten. Though she had been in school only a short while she had had continual conflicts with her teacher. The psychologist who tested her noted that is was "impossible to keep this child in the testing room." Nevertheless, on the basis of a Stanford-Binet Intelligence Scale (an individually administered IQ test), he reported an IQ score of 63. While the score was obviously no indication of her intelligence, given her behavior during testing, the IQ of 63 was used to substantiate placement in a class for educably retarded children. She spent three years in this class. During that time, despite great emphasis on the acquisition of social skills (and the unfortunate neglect of any academic training), Ann continued to display behaviors labeled as "unmanageable, devilish, out of control, and extremely disturbed." All three years in the EMR class were spent with the same teacher. By the end of the third year, Ann had become so notorious that the principal issued an ultimatum --"shape her up or ship her out; the school can't survive three ad-

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[1] In somewhat other forms the material and data presented in this section have been described in Bersoff, D. N. Behavioral approaches to assessment and observation in the school. In J. Magary (Ed.), Handbook of school psychological services. St. Louis: C. V. Mosby, 1973 and Bersoff, D. N. & Ericson, C. R. A precise and valid measure of behavior and behavior change. Proceedings of the 79th Annual Convention of the American Psychological Association, 1971, 6, 555-556.

ditional years of Ann." It was at this point that behavioral intervention began.

Phase I--Definition of Behavior and Baseline Intervention. The first thing that we hope struck you is that the string of epithets hurled at Ann --unmanageable, devilish, out of control, extremely disturbed--contain no description of actual behavior. Devilishness cannot be modified. It is only those behaviors which lead people to make the interpretive statement, "She is a devil" that can be modified. Thus, the initial task was to redefine, in behavioral terms, the target behavior and see if some alternative terminal behaviors could be agreed upon. This task was accomplished in two parts.

First, the consultant observed Ann's classroom behavior during the times when the teacher felt it was most problematic. These were during the morning reading group and during the afternoon study group. The observer watched Ann's behavior for two hours each day, one hour in the morning and one hour in the afternoon. The major purposes of such observation were to see how Ann functioned in the naturalistic setting of the classroom and to develop some hypotheses concerning specific behavioral targets. Following two days of such observation, a teacher conference was held to further define the target behavior. The teacher discussed her feelings about Ann and her behavior. She felt that if Ann could stay in her seat or raise her hand for permission to leave her seat, she would feel a lot better about Ann and much classroom confusion would be reduced.

Thus, the target behavior became simply "out of seat" and the terminal behavior became "raising hand for permission to leave seat." This was certainly a much detoxified definition of "devilishness and extremely disturbed."

Although the conference with the teacher had gone well and the target and terminal behaviors had been mutually agreed upon between the teacher and the consultant, the teacher was unsure that any intervention techniques would work and continued to lobby for Ann's removal from the class. For this reason the consultant carefully gathered baseline data which could be used for comparison purposes to demonstrate graphically to the teacher that Ann had, indeed, changed her behavior. During this period a student teacher carefully recorded the number of times Ann was out of her seat without permission (the target behavior) and the number of times she raised her hand and requested permission to leave her seat (the terminal behavior). Thirty observations, two per day as before, comprised the Baseline Phase. The data gathered from these observations are presented in Table 1 (see page four).

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Task Nine (A)

Using the data in Table 1, fill in the information called for on the summary sheet (Baseline Phase) on page five.

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Phase II--Intervention. Having defined the target and terminal behaviors and recorded their occurrence across situations, the next part of the process could begin. Phase II began with a conference that included the consultant, the teacher, and Ann. Ann was told that her out of seat behavior was bothering her teacher and generally disrupting the class. She was shown the graph of her behavior, indicating that she was up about the room about once a minute (you may check the exact median rate on the correctly filled in

Table 1

Frequencies of Target and Terminal Behaviors by Day and Recording Session During Baseline Observation

Day	Session	Total Time	Target Behavior Frequency	Terminal Behavior Frequency
1	AM	60	52	0
	PM	60	68	0
2	AM	60	38	0
	PM	60	34	1
3	AM	60	75	0
	PM	60	69	0
4	AM	60	51	0
	PM	60	57	0
5	AM	60	66	0
	PM	60	66	0
6	AM	60	88	0
	PM	60	92	0
7	AM	60	45	0
	PM	60	51	0
8	AM	60	44	0
	PM	60	40	0
9	AM	60	50	0
	PM	60	46	0
10	AM	60	69	0
	PM	60	75	0
11	AM	60	62	0
	PM	60	70	0
12	AM	60	48	0
	PM	60	48	0
13	AM	56	72	0
	PM	60	67	0
14	AM	60	40	1
	PM	60	44	0
15	AM	60	42	0
	PM	48	24	0

Summary Sheet - Baseline Phase *

Target Behavior _____ Terminal Behavior _____

Day	Session	Situation/Activity	Total Time	Target Behavior Frequency	Target[a] Rate	Avg. Rate[c] Per Day	Terminal Beh. Frequency	Terminal[d] Rate	Avg. Rate[c] Per Day

summary sheet and graphs but in the interests of learning and fair play do not do so until you have completed the tasks).

When it was suggested that everyone might work together to get this jack-in-the-box behavior under control Ann excitedly recommended that the best way to keep kids in their seat was to tie them in. She strongly urged the use of rope as the most effective device. Following the teacher's and the consultant's adamant refusal to tie her up with rope, Ann formulated a compromise: Ribbons of her choice would be placed on her chair and if she so decided she could tie them across her lap to help her remember to stay seated. In addition, Ann would earn points for time spent in her chair and the times she requested permission before leaving her seat. After careful deliberation Ann stated that she would like to earn some time reading aloud to the student teacher. A system was mutually agreed upon whereby Ann would earn points for the time spent in her seat and those points traded in for minutes of reading time with the student teacher. A fading procedure was used whereby Ann received increased social reinforcement from the teacher or she received fewer token points.

Initially, the teacher was taught to tally the target and terminal behaviors during the intervention phase. She did so for awhile but because she was busy with other classroom matters, it was decided to teach Ann the procedure. As a result, Ann took full charge of monitoring her own behavior. She recorded the time, tallied the points earned, and kept track of the points she saved. Both the teacher and the consultant did spot checks on Ann's records. At no time was she found to be inaccurate.

Because it seemed as if there were no significant differences between the rates of out-of-seat behavior in the morning and afternoon (see Baseline data), observation and recording during the intervention phase took place at either time, or if more than one observation session occurred on a single day, the day was reported as an average of all sessions. Thus, the raw data presented in Table 2 (page eight) is by day, rather than by morning and afternoon session.

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Task Nine (B)

Using the data in Table 2, fill in the information called for on the summary sheet (Intervention Phase) on page nine.

- - - - - - - - - - -

Phase III--Followup. The followup period began when Ann no longer received the point-reinforcement for raising her hand. Spot checks by the consultant, the teacher, and Ann indicated that the target behavior was being maintained at a zero level (checks were made on Days 58, 59, 64, 68, 74, 78, and 79) and continued there until the end of school at Day 85. The next semester Ann was removed from the EMR program and placed in a class for children with learning disabilities. After six weeks, she was integrated into a regular third grade class, returning to the special class only for short tutorial sessions.

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Table 2

Frequencies of Target and Terminal Behaviors by Day Only

During Intervention Phase

Day	Total Time	Target Behavior Frequency	Terminal Behavior Frequency
1	50	1	6
2	110	1	28
3	100	2	50
4	59	0	13
5	58	0	14
6	61	0	11
7	55	0	15
8	60	0	9
9	31	0	4
10	60	0	12
11	83	0	20
12	60	0	13
13	110	1	23
14	39	0	9
15	68	0	11
16	67	0	8
17	32	0	8
18	86	0	18
19	78	0	18
20	57	0	8
21	33	0	4
22	60	0	6
23	60	0	6
24	75	0	12
25	64	0	9

Summary Sheet - Intervention Phase

Target Behavior _____ Terminal Behavior _____

Day	Situation/Activity	Total Time	Target Behavior Frequency	Target Rate[a]	Terminal Behavior Frequency	Terminal[a] Rate
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						

[a]Round off to two decimal places except for days 2 and 13. For those days, calculate the target rate to three places.

[b]A summary sheet, correctly filled in, will be found on page

Task Nine (C)

You have already filled in the summary sheets for the baseline and intervention phases. You have also been given the information needed to calculate the rates of the target behavior during the followup phase (the calculation is exceedingly simple.) Now, use the blank graph following page ten and chart the data for all three phases of the procedure. A correctly completed graph will be found at the end of this section so that you can check your work. After graphing and checking for accuracy, answer the following questions concerning median rates. Remember that the median is the score above and below which 50% of the scores fall.

At this point, the questions are in simple fill-in form. We feel that you are knowledgeable enough now to determine the correct answer without the additional information provided by multiple choices.

1. What is the median rate of the target behavior during baseline? _____

2. What is the median rate of the target behavior during intervention? _____

3. What is the median rate of the terminal behavior during baseline? _____

4. What is the median rate of the terminal behavior during intervention? _____

5. What is the median rate of the target behavior during followup? _____.

Check your answers on page thirteen.

Summary Sheet - Baseline Phase *

Target Behavior Out of Seat **Terminal Behavior** Raising hand for permission to leave seat

Day	Session	Situation/Activity	Total Time	Target Behavior Frequency	Target[a] Rate	Avg. Rate[c] Per Day	Terminal Beh. Frequency	Terminal[d] Rate	Avg. Rate[c] Per Day
1	AM	Reading Group (RG)	60	52	.87		0	.000	
	PM	Study Period (SP)	60	68	1.13	1.00	0	.000	.000
2	AM	RG	60	38	.63		0	.000	
	PM	SP	60	34	.57	.60	1	.017	.009
3	AM	RG	60	75	1.25		0	.000	
	PM	SP	60	69	1.15	1.20	0	.000	.000
4	AM	RG	60	51	.85		0	.000	
	PM	SP	60	57	.95	.90	0	.000	.000
5	AM	RG	60	66	1.10		0	.000	
	PM	SP	60	66	1.10	1.10	0	.000	.000
6	AM	RG	60	88	1.47		0	.000	
	PM	SP	60	92	1.53	1.50	0	.000	.000
7	AM	RG	60	45	.75		0	.000	
	PM	SP	60	51	.85	.80	0	.000	.000
8	AM	RG	60	44	.73		0	.000	
	PM	SP	60	40	.67	.70	0	.000	.000
9	AM	RG	60	50	.83		0	.000	
	PM	SP	60	46	.77	.80	0	.000	.000
10	AM	RG	60	69	1.15		0	.000	
	PM	SP	60	75	1.25	1.20	0	.000	.000
11	AM	RG	60	62	1.03		0	.000	
	PM	SP	60	70	1.17	1.10	0	.000	.000
12	AM	RG	60	48	.80		0	.000	
	PM	SP	60	48	.80	.80	0	.000	.000
13	AM	RG	56	72	1.29		0	.000	
	PM	SP	60	67	1.01	1.15	0	.000	.000
14	AM	RG	60	40	.67		1	.017	
	PM	SP	60	44	.73	.70	0	.000	.009
15	AM	RG	60	42	.70		0	.000	
	PM	SP	48	24	.50	.60	0	.000	.000

Summary Sheet - Intervention Phase

Target Behavior _____ Terminal Behavior _____

Day	Situation/Activity	Total Time	Target Behavior Frequency	Target Rate[a]	Terminal Behavior Frequency	Terminal[a] Rate
1	Unspecified	50	1	.02	6	.12
2		110	1	.009	28	.25
3		100	2	.02	50	.50
4		59	0	.00	13	.22
5		58	0	.00	14	.24
6		61	0	.00	11	.18
7		55	0	.00	15	.27
8		60	0	.00	9	.15
9		31	0	.00	4	.13
10		60	0	.00	12	.20
11		83	0	.00	20	.24
12		60	0	.00	18	.30
13		110	1	.009	23	.21
14		39	0	.00	9	.23
15		68	0	.00	11	.16
16		67	0	.00	8	.12
17		32	0	.00	8	.25
18		86	0	.00	18	.21
19		78	0	.00	18	.23
20		57	0	.00	8	.14
21		33	0	.00	4	.12
22		60	0	.00	6	.10
23		60	0	.00	6	.10
24		75	0	.00	9	.12
25		64	0	.00	9	.14

[a]Round off to two decimal places except for days 2 and 13. For those days, calculate the target rate to three places.

Appendix 2

USING THE BARCLAY CLASSROOM CLIMATE INVENTORY AS A GROUP CURRICULUM PLANNING GUIDE

S E L E C T E D E X A M P L E S

James R. Barclay Ph.D.
University of Kentucky
1973

Educational Skills Development, Inc.
431 South Broadway, Suite 321
Lexington, Kentucky 40508

SUMMARY OF STEPS FOR CURRICULUM PLANNING

1. Determine priorities of suspected problems.

   A. Study the printouts identifying children who are reticent, disruptive, or who are otherwise identified by the school itself.

   B. Complete the psychograph on the boys and girls for each class in the school or comparison group. (For example, one might be looking at all fourth grades in a district as well as by school).

   C. If a grade level is the target, for example five third grades, the average percent of problems can be obtained.

2. Determine specific target skills.

   A. Communicate results to the teachers, principals, consultants and representative parents.

   B. Distribute the appropriate Curriculum Priority Form to the group and have them check three target skills they are interested in. More than one Curriculum Priority Form can be used.

   C. Collect the forms, tally the rankings and discuss. The summary form should provide a basis for discussion and the determination of some common priorities.

3. Plan a specific set of curriculum strategies.

   A. Determine the time line of the curriculum strategy. Give yourself plenty of time. Any real change takes time.

   B. Determine what the teacher will do, how consultants can help, what materials are needed. Be specific!

   C. Determine what students will do via exploratory behavior, assignments, field trips, activities and the like.

   D. Determine what reinforcers can and should be used to accelerate individual and group achievement in the target area.

4. Determine methods of evaluation.

   A. Get some consultant help in looking at your curriculum objectives and alternate ways of evaluating progress.

   B. Consider several ways using not only pre-post tests but some observational and impressionistic methods.

   C. Be sure that your evaluation methods <u>do</u> relate to your interventions.

5. Implement and evaluate your strategies of intervention.

   A. Make sure that teachers, counselors and others know what they are to do and how. Training may be necessary in some instances.

   B. Evaluate pre-post changes.

   C. Determine value of curriculum or guidance intervention, make modifications etc.

MATERIALS FOR CURRICULUM PLANNING

On the following pages you will find a set of materials relating BCCI target areas to specific skills. Review these materials. Then in the Appendix you will find the Curriculum Priority Forms together with the Summary Form, Curriculum Planning Guide, and Evaluation Report. An example has also been provided as an illustration using all of the forms.

Specific testing materials on one or more BCCI sub-scales are available from Educational Skills Development Inc., 431 South Broadway, Suite 321, Lexington, Kentucky, 40508.

AREA I SELF-CONCEPT

TARGET OBJECTIVE: Improving Self Competency Skills

PERFORMANCE OBJECTIVES:

Reducing the percentage of children in the class who show a low self-concept

Increasing satisfaction with school

Increasing self-competency skills in the school and home.

BCCI CRITERION PERFORMANCE SCALES:

Self-Concept Total (STOT) Q Sort Items
Family Reinforcers (FRR)
Class Climate Inventory (CCI)
TR 7 & TR 8 (Total positive & negative teacher adjectives)

SPECIFIC TARGET SKILLS:

1.1. To assist students to feel their own importance in some school activity and their participation in this activity.

1.2. To assist students to feel their own importance in the roles they play in their families.

1.3. To assist students to understand and attempt physical, coordination and outdoor manual skills.

1.4. To assist students to understand and attempt social interaction skills.

1.5. To assist students to understand and attempt assertive active participation skills.

1.6. To assist students to understand and appreciate artistic-intellectual skills.

1.7. To assist students to realize that all people make mistakes from time to time and that they should not feel bad about mistakes and try to learn to profit from them.

1.8. To assist students to approach tasks with a feeling of "I can".

1.9. To assist students to understand individual differences, fundamental notions of personality, aptitude and interests.

EVALUATIVE NOTES:

Pre-post changes can be noted on STOT or sub-scales. This can be done by hand. CCI scales and family reinforcers can also be administered without computer processing. Q sort items relating to this area can be pre and post administered and compared.

AREA III SELF-CONTROL

CURRICULUM PRIORITY FORM

Check one:

Teacher _____

Parent _____

Principal _____

Consultant _____

Instructions:

Review the specific target skills you are most interested in. Check the three you think should have the highest priority. If you have another target skill to suggest include that one in (3.10).

OVERALL PERFORMANCE OBJECTIVES:

- Reducing the percentage of children in the class who show self-management and self-control problems.
- Reducing the frequency of disruptive nominations for target individuals (D & X).

****

SPECIFIC TARGET SKILLS:	CHECK IF YOU ARE PARTICULARLY INTERESTED
3.1. To assist students to work and play cooperatively with each other.	_____
3.2. To assist students to mediate their action by thought processes.	_____
3.3. To assist students to develop confidence in others by not fearing them.	_____
3.4. To assist students to cope with problems of being teased.	_____
3.5. To assist students to share in leadership activities.	_____
3.6. To assist students to determine what are the expectations of classmates for them.	_____
3.7. To assist students to cope with frustration and ambiguity.	_____
3.8. To assist students to recognize the relationship between their abilities and interests and their academic and social performance.	_____
3.9. To assist students to develop task-oriented behavior and persistence.	_____
3.10. _____	_____
_____	

SUMMARY TALLY SHEET
FOR
CURRICULUM PRIORITIES FORMS

TARGET GROUP	TARGET PROBLEM	RATERS	NO.
_____	_____	Teachers	___
Specify	Series No.	Principals	___
Grade _____	_____	Parents	___
Sex Grouping _____		Consultants	___

INSTRUCTIONS:

Simply tally all items ranked for each group (///). Sum totals for each group and across for total. Hand back Curriculum Priority Form to each rater for discussion purposes in evaluating rankings.

Target Skill	Teachers		Principals		Parents		Consultants		Grand Total
	Tally	Tot.	Tally	Tot.	Tally	Tot.	Tally	Tot.	
.01									
.02									
.03									
.04									
.05									
.06									
.07									
.08									
.09									
.10									

Priorities as Selected by Group:

1. _____
2. _____
3. _____

WORKSHEET FOR EVALUATION OF OBJECTIVES

STATED OBJECTIVE: _____

_____

Expectations:

_____

_____

_____

Evaluative Technique(s) Used

_____

_____

_____

Results

_____

_____

_____

Problems:

Too high expectations? _____

Implementation? _____

_____

Was Need Met? _____

_____

What to do? Modify Objective? _____

Greater Time Length? _____

More Resources? _____

Higher Priority? _____

Attempt Next Year? _____

Discard? _____

CLASSROOM PROFILE OF PROBLEMS GRAPH

Instructions: Consult table #2 of the BCCI summary. Below the list of individual students and the asterisks noted are some data relating to the actual numbers of children who have specific suspected problems in each category and the proportion of boys, girls, and subjects in the total class showing suspected problems by category. Note these proportions and consult the appropriate percentile tables for males and females. Connect the lines on the graph below for a visual analysis of classroom unit priorities.

%	SC	Group	Control	Verbal	Physical	Voc.	Cog.	Att.	PA	SA	EF
99	.	.	.	.	.	.	.	.	.	.	.
95	.	.	.	.	.	.	.	.	.	.	.
90	.	.	.	.	.	.	.	.	.	.	.
85	.	.	.	.	.	.	.	.	.	.	.
80	.	.	.	.	.	.	.	.	.	.	.
75	.	.	.	.	.	.	.	.	.	.	.
70	.	.	.	.	.	.	.	.	.	.	.
65	.	.	.	.	.	.	.	.	.	.	.
60	.	.	.	.	.	.	.	.	.	.	.
55	.	.	.	.	.	.	.	.	.	.	.
50	.	.	.	.	.	.	.	.	.	.	.
45	.	.	.	.	.	.	.	.	.	.	.
40	.	.	.	.	.	.	.	.	.	.	.
35	.	.	.	.	.	.	.	.	.	.	.
30	.	.	.	.	.	.	.	.	.	.	.
25	.	.	.	.	.	.	.	.	.	.	.
20	.	.	.	.	.	.	.	.	.	.	.
15	.	.	.	.	.	.	.	.	.	.	.
10	.	.	.	.	.	.	.	.	.	.	.
5	.	.	.	.	.	.	.	.	.	.	.
0	.	.	.	.	.	.	.	.	.	.	.

Instructions (continued): Now consult the teacher ratios obtained in the upper left corner of one of the last summary printouts. Compare these with the appropriate percentile norms for PA, SA, and EF.

Classroom Unit_____ Code Numbers_____ _____ Grade_____ Sex Group_____
(BCCI Code Data) (indicate)

Teacher_____

Note: For ease of charting you may wish to enter the percentiles below first.

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___